

Grade Level: Second

Content Area: Economics

Objective: Session 1 & 2: Students will explain scarcity. identify goods and services and recognize examples of each. Give examples of choices people make when resources are scarce. Identify possible solutions when there are limited resources and unlimited demands.

Vocabulary: <i>Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge</i>	
word	goods, services, scarcity, resources

Procedure	
Session 1	<p>Explain to students that sometimes problems occur that affect our natural resources. For the last two years there has been a drought in Kenya. The drought is causing a scarcity of water and is greatly affecting the people and economy of Kenya. The scarcity of water is making it impossible for crops to grow, animals are dying, and people are dehydrated and starving. Over the next two days we are going to become experts on the drought in Kenya. We will learn how this is affecting communities all over Kenya. As responsible community members it is our job to work to together to help other communities that are facing problems. We will put our heads together and come up with solutions on how to help the people of Kenya during this rough time.</p> <p>. Watch video with students</p> <ul style="list-style-type: none">• Spilt students into 6 groups and give each group an index card. 4 groups will be faced with a problem because of the drought. 2 groups will be given situations that can be a solution to the problem. <ol style="list-style-type: none">1)Family has lost all of their crops and has nothing to sell at the market.2)Animals are dying because there is not enough water3)An outbreak of violence has occurred due to the lack of resources4)Many students are forced to drop out of school in search of food and water and a better life for their families5)Organization that can help Kenya6)Organization that can help Kenya <ul style="list-style-type: none">• Students work together in groups to create posters explaining their economic problem and solution. They will need to follow the checklist to help them include all information.

Session 2	<ul style="list-style-type: none"> • Hold a quick class review about what students had learned yesterday. • Students reconvene to finalize posters • Each group presents to the class. • All students are required to organize the information they have learned on a question sheet. They will also write a reflection giving detail to what they have learned throughout this project.
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Differentiation Strategies:

<p>Special Education</p> <p>1) Provide students with a specific question to answer about what they have learned today.</p> <p>2) Provide a note catcher</p>	<p>Gifted and Talented</p> <p>1) Allow students to come up with additional solutions</p>	<p>English Language Learners</p> <p>1) Provide time for additional background knowledge.</p>
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